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ABSTRACT

Information on Indiana University's course in patient education is presented, along with sources of additional information on patient education and a summary of a national survey on professional preparation in patient education. An outline of the following course topics is presented: past and current developments, health care delivery, patient educator roles, program planning and development, and program evaluation. Outlines are also included on general student evaluation methods, teacher-directed instructional strategies, and course objectives. Textbooks and related publications and sources of resource materials are listed, along with examples of student projects and activities. In addition, findings of a 1980-1981 academic year survey of 228 institutions are provided. It is noted that of these institutions 82.9 percent had no patient education offerings, but 17.1 percent had various degrees of involvement in patient education. Survey results are also presented concerning the following: specific degree and course offerings in patient education; the philosophy and primary emphasis of patient education degree programs and courses; and the number, professional preparation, and clinical experience of faculty teaching in patient education degree programs and courses. A survey questionnaire is appended. (SW)

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Professional Preparation in

PATIENT EDUCATION

From *A National Study on Professional Preparation in Patient Education*

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PROFESSIONAL PREPARATION IN PATIENT EDUCATION

R. Morgan Pigg, Jr., H.S.D., M.P.H.

Department of Health and Safety Education
Indiana University
Bloomington, Indiana 47405
1982

Founded in 1820, Indiana University is located in the rolling hills of south central Indiana. Whether one considers academic, cultural, or athletic achievement, Indiana University enjoys an international reputation for excellence. The Department of Health and Safety Education at Indiana University has served the profession continuously since it was organized in 1946. Indiana University is the home of the Bibliographic Index of Health Education Periodicals (BIHEP), which provides the first comprehensive access to literature in the profession. The BIHEP Collection provides an extensive resource library for use by scholars from this country and abroad. The Department offers a variety of courses and degree programs in school health, public health, and safety. Specific degree programs currently available or pending include:

Certificate of Hazard Control

A.S. degree in Hazard Control

B.S. degree in Health and Safety with majors in:

- School Health Education
- Public Health Education
- Occupational Safety

Certificate of Health Coordination

M.S. degree in Health and Safety

M.S. degree in Safety Management

M.P.H. degree in Community Health Education

H.S.Dir. degree in Health and Safety

H.S.D. degree in Health and Safety

Ph.D. degree in Health Behavior

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SAMPLE COURSE CATALOG DESCRIPTION

PATIENT EDUCATION (3 credit hours): An in-depth study of comprehensive patient education programs is presented including historical development, recent legislation, health care delivery, patient educator roles and responsibilities, program planning and coordination techniques, and evaluation strategies. A variety of instructional methods and materials are examined, and a number of model programs are reviewed. Students may be required to complete laboratory assignments and field site visitations.

GENERAL STUDENT EVALUATION METHODS

Objective testing
Evaluation of oral assignments
Evaluation of written assignments
Evaluation of projects and activities
Evaluation of simulated teaching effectiveness
Class attendance and participation

TEACHER-DIRECTED INSTRUCTIONAL STRATEGIES

Present appropriate lectures.
Utilize group processes where applicable.
Invite resource speakers to the class.
Review and utilize commercial patient education materials.
Conduct laboratory simulations of patient teaching.
Conduct field trips to patient education centers.
Produce patient teaching materials with the class.

COURSE OBJECTIVES LIST

1. Trace the historical development of patient education in the United States.
2. Define patient education to include social, cultural, and economic factors.
3. Review current research and literature related to patient education.
4. Describe current trends and legislation affecting patient education.
5. Discuss potential ethical and philosophical issues in patient education.
6. Demonstrate a knowledge of health care delivery in the United States.
7. Recognize the unique role of patient educators in the health professions.
8. Determine specific education needs in relation to individual health status.
9. Examine relevant educational concepts and theories of learning.
10. Identify and describe selected models of patient behavior.
11. Specify factors in human behavior and approaches to behavior change.
12. Examine strategies to improve patient compliance with prescribed regimens.
13. Explain the relationship between health education and patient education.
14. Identify organization and management models for patient education programs.
15. Differentiate among cost-benefit, cost-containment, and cost-effectiveness.
16. Analyze models for planning individual patient education programs.
17. Examine a variety of instructional methods and materials for patient education.
18. Review a number of model patient education programs.
19. Design patient education programs for specific health problems.
20. Identify procedures for the evaluation of patient education programs.

COURSE TOPICAL OUTLINE

1. The history and concept of patient education

   a. The concept of total health
   b. Recent developments in health education
   c. Defining patient education (socially, culturally, economically, ethically, philosophically)
   d. The relationship between patient education and health education
   e. Historical developments in patient education

2. The current status of patient education programs

   a. Current legislation on patient education
   b. Current literature on patient education

3. Health care delivery in the United States

   a. The evolution of health care in the United States
   b. Health care through the private sector
   c. Health care through governmental agencies
   d. Health care through voluntary agencies
   e. Alternatives to traditional health care
   f. Current legislation on health care delivery

4. Specific roles and responsibilities of patient education

   a. Theories of learning and human behavior in patient education programming
   b. Patient education in the clinical setting
   c. The patient educator on the health care team
   d. The patient educator job description and characteristics
   e. Determining patient health status and needs
   f. Understanding the nature of the health problem
   g. Promoting the concept of health preservation
   h. Patient compliance with prescribed regimens
   i. Principles of patient counseling
   j. Major health problems requiring education

5. Patient education program planning and development

   a. Comprehensive health and patient education programs
   b. Financing patient education programs
   c. Planning individual patient education programs
   d. Planning programs for special populations and conditions
   e. Instructional methodology in patient education
   f. Instructional materials in patient education
   g. Review of model patient education programs

6. Evaluation of patient education programs

   a. Assessing knowledge, attitude, and behavior
   b. Validity, reliability, and objectivity
   c. Review of model evaluation materials

SELECTED TEXTBOOKS AND RELATED PUBLICATIONS

A Model for Planning Patient Education, USDHEW, Washington, DC, 1975.

Annas, George. The Rights of Hospital Patients, Avon Books, New York, 1975.

Czerwinski, Barbara S. Manual of Patient Education for Cardiopulmonary Dysfunction, C.V. Mosby Company, St. Louis, 1980.

Deeds, Sigrid G.; Hebert, Barbara J.; and Wolle, Joan M. A Model for Patient Education Programming, Public Health Education Section, American Public Health Association, Washington, DC, 1979.

Educating the Public About Health: A Planning Guide, Bureau of Health Planning and Resource Development, USDHEW, Washington, DC, 1977.

Galli, Nicholas. Foundations and Principles of Health Education, John Wiley and Sons, Inc., New York, 1978.

Green, Lawrence W., and Kansler, Connie, Eds., Professional and Scientific Literature in Patient Education: A Guide to Information Sources, Gale Research Company, Detroit, 1980.

Green, Lawrence, and others. Health Education Planning: A Diagnostic Approach, Mayfield Publishing Company, Palo Alto, CA, 1980.

Haynes, R. Brian; Taylor, D. Wayne; and Sackett, David L. Compliance in Health Care, Johns Hopkins University Press, Baltimore, MD, 1979.

Hospital In-patient Education: Survey Findings and Analyses, American Hospital Association, Chicago, 1980.

Healthy People: The Surgeon General's Report on Health Promotion and Disease Prevention, Office for the Assistant Secretary for Health and Surgeon General, USDHEW, Washington, DC, 1979.

Implementing Patient Education in the Hospital, American Hospital Association, Chicago, 1979.

Lazes, Peter M., Ed., The Handbook of Health Education, Aspen Systems Corporation, Germantown, MD, 1979.

McCormick, Rose-Marie Duda, and Parkevich, Tamar G., Eds., Patient and Family Education: Tools, Techniques, and Theory, John Wiley and Sons, Inc., New York, 1979.

Narrow, Barbara W. Patient Teaching in Nursing Practice: A Patient Centered Approach, John Wiley and Sons, Inc., New York, 1979.

Pritchett, Sue. Patient, Family, and Community Health Education: Design and Management of Hospital Based Programs, Pritchett and Hull Associates, Atlanta, 1977.

Redman, Barbara K. The Process of Patient Teaching in Nursing, C.V. Mosby Company, St. Louis, 1980.

Richards, Ruth, and Kalmer, Howard, Eds., "Patient Education," Health Education Monographs, Volume 2, Number 1, 1974.

Ross, Helen, and Mico, Paul. Theory and Practice in Health Education, Mayfield Publishing Company, Palo Alto, CA, 1980.

Selected Sources of Instructional Materials: A National Directory of Sources of Instructional Materials in Health Education, Patient Education, and Safety Education, Eta Sigma Gamma, National Health Science Honorary, Muncie, IN, 1980.

Somers, Anne R., Ed., Health Promotion and Consumer Health Education, Prodist, New York, 1976.

Squyres, Wendy D., Ed., Patient Education: An Inquiry Into the State of the Art, Springer Publishing Company, New York, 1980.

Zander, Karen S., and others. Practical Manual for Patient Teaching, C.V. Mosby Company, St. Louis, 1978.

JOURNALS AND SERIAL PUBLICATIONS

American Journal of Public Health, American Public Health Association, 1010 15th Street, Washington, DC 20005

The Eta Sigma Gamman, Eta Sigma Gamma, National Health Science Honorary, 2000 University Avenue, Muncie, IN 47306

Focal Points, Center for Health Promotion and Education, Centers for Disease Control, Atlanta, GA 30333

Health Education, Association for the Advancement of Health Education, 1900 Association Drive, Reston, VA 22091

Health Education Quarterly, Society for Public Health Education, 703 Market Street, San Francisco, CA 94103

Health Values, Charles B. Slack, Inc., 6900 Grove Road, Thorofare, NJ 08086

Hospitals, American Hospital Association, 840 N. Lakeshore Drive, Chicago, IL 60611

Patient Counseling and Health Education, Excerpta Medica, P.O. Box 3085, Princeton, NJ 08540

The Journal of School Health, American School Health Association, P.O. Box 708, Kent, OH 44240

Promoting Health, American Hospital Association, 840 N. Lakeshore Drive, Chicago, IL 60611

SAMPLE STUDENT PROJECTS AND ACTIVITIES

Plan (and possibly conduct) a seminar for a specific professional population on a subject related to patient education.

Write an original manuscript on patient education for potential publication.

Formulate a comprehensive health and patient education program for a hospital, health maintenance organization, clinic, nursing home, health department, business or industry, voluntary health agency, private practice, or a university health service.

Conduct an on-site evaluation of a patient education program at the locations listed above.

Present a multi-media program on a topic related to patient education.

Write a position paper on a social, legal, ethical, philosophical, or economic issue related to patient education.

Prepare an annotated bibliography of patient education resources.

Construct a model program to promote patient compliance with prescribed regimens.

Prepare a model continuing education program on patient education for health care professionals.

Interview former patients and their families to determine what health information would have been helpful to them during the patient's illness.

Interview various health care professionals concerning their views on patient education.

Present an oral or written evaluation of a book related to patient education.

Complete a directed series of readings on health and patient education.

Write a personal philosophy of health and patient education.

Summarize the findings of selected current research in patient education.

Assemble a programmed instruction package on a patient education subject.

Compose a model patient education law.

Describe various self-care health programs and approaches.

Explore the relationship between health education and patient education.

List and describe several specific factors hindering the growth and/or effectiveness of patient education.

Prepare a case study on an individual (real or hypothetical) with a specific health problem requiring educational services. (Include demographic data, personal health history, family history, medical diagnoses and prognoses, educational program format and methodology, specific subject matter to be utilized, estimated program costs, and evaluation measures.)

Prepare individual patient education teaching modules on topics such as:

Admission to the hospital	Dental problems	Allergies
Release from the hospital	Skin disorders	Fractures
Cardiovascular conditions	Breast feeding	Parenting
Children at the hospital	Low back pain	Menopause
Compliance with regimens	Contraception	Apoplexy
Pregnancy and childbirth	Hypoglycemia	Exercise
Streptococcal infections	Menstruation	Headache
Non-prescription drugs	Hypertension	Diabetes
Adolescent pregnancy	Pain control	Epilepsy
Food-borne illnesses	Tuberculosis	Surgery
Stress management	Hypothermia	Smoking
Drug dependence	Depression	Obesity
Care of newborn	Alcoholism	Ostomy
Aging and death	Arthritis	Asthma

Prepare research papers on patient education subjects such as:

* Staff in-service patient education programs
* Continuing education programs in patient education
* Ethical and philosophical issues in patient education
* Patient compliance with prescribed regimens
* Self-care programs and approaches
* Patient education in health maintenance organizations
* The role of health systems agencies in patient education
* The role of the hospital in patient education
  (in-patient, out-patient, community education, continuing education)
* The role of professional associations in patient education
* Legal issues in patient education
* Incorporating patient education into private medical practices
* Management of education records
* Clinical office management
* Appointment management
* Personnel policies for the patient education staff
* Payment options for patient education
* Facility management for patient education
* The concept of malpractice in education
* Budget planning and analysis
* Human behavior and theories of learning
* Principles of program evaluation
* Media selection and utilization
* Interview techniques
* Use of computers in patient education
* Basic approaches to health counseling
* Religion and health
* Holistic health
* Patient education in the industrial setting
* Patient education in nursing homes
* Patient education in the local health department
* Patient education in the university health service
* Health needs and characteristics of special populations

SELECTED SOURCES OF RESOURCE MATERIALS

AMERICAN HOSPITAL ASSOCIATION
840 North Lakeshore Drive
Chicago, IL 60611

AMERICAN LEARNING SYSTEMS
P.O. Box 2173
Columbus, GA 31902

AMERICAN VIDEO SYSTEMS
660 Bonnie Brae Street, South
Los Angeles, CA 90057

AUDIENCE PLANNERS
208 S. LaSalle Street
Chicago, IL 60604

BLUESTONE VIDEO MAKERS
4018 22nd Street
San Francisco, CA 94114

CENTER FOR HEALTH PROMOTION & EDUCATION
Centers for Disease Control
Atlanta, GA 30333

CORE COMMUNICATIONS IN HEALTH, INC.
1290 Avenue of the Americas
New York, NY 10019

FAMILY COMMUNICATIONS, INC.
4802 5th Avenue
Pittsburgh, PA 15213

HEALTH FILMS LIBRARY
P.O. Box 309
Madison, WI 53701

HOSPITAL AUDIO VISUAL EDUCATION
606 Halstead Avenue
Mamaroneck, NY 10543

HOSPITAL AUDIO VISUAL UPDATE
290 S. Livingston Avenue
Livingston, NJ 07039

KAPPA SYSTEMS, INC.
1501 Wilson Boulevard
Arlington, VA 22209

LEE CREATIVE COMMUNICATIONS, INC.
P.O. Box 1367
Rochester, NY 14618

MEDCOM, INC.
1633 Broadway
New York, NY 10019

MEDFACT, INC.
420 Lake Avenue, NE
Massillon, OH 44646

MILNER-FENWICK
3800 Liberty Heights Avenue
Baltimore, MD 21215

NATIONAL HEALTH INFORMATION CLEARINGHOUSE
P.O. Box 1133
Washington, DC 20013

PATIENT A-V INFORMATION SYSTEM (PAVIS)
P.O. Box 30692
Santa Barbara, CA 93105

PRITCHETT AND HULL ASSOCIATES, INC.
2996 Grandview Avenue, NE
Atlanta, GA 30305

RESEARCH MEDIA, INC.
96 Mount Auburn Street
Cambridge, MA 02138

ROBERT J. BRADY COMPANY
Route 197
Bowie, MD 20715

SISTER KENNY INSTITUTE
27th Street at Chicago Avenue
Minneapolis, MN 55407

TEACH'EM, INC.
625 North Michigan Avenue
Chicago, IL 60611

TRAIN-AIDE
1015 Grandview Avenue
Glendale, CA 91201

THE TRAINEX CORPORATION
12601 Industry Street, Box 116
Garden Grove, CA 92641

TRAINEX PATIENT VIDEO CORPORATION
10 Perimeter Place, NW
Atlanta, GA 30339

WALNAT COMPANY
3430-32 N. Illinois Street
Indianapolis, IN 46208

WELLS NATIONAL SERVICE CORPORATION
200 Park Avenue
New York, NY 10017

SELECTED INSTITUTIONS INVOLVED IN PATIENT EDUCATION

ARIZONA STATE UNIVERSITY
Dr. Larry K. Olsen
Department of Health Sciences
Tempe, AZ 85281

CALIFORNIA STATE UNIVERSITY
Dr. Barbara Henkel
Department of Health & Safety Studies
Los Angeles, CA 90032

CENTRAL MICHIGAN UNIVERSITY
Dr. Donald J. Breckon
Department of Health Education
Mount Pleasant, MI 48859

KENT STATE UNIVERSITY
Dr. Charles F. Kegley
Department of Health & Safety Education
Kent, OH 44242

LOUISIANA STATE UNIVERSITY
Dr. John E. Gay
Department of Health Sciences
Baton Rouge, LA 70803

SOUTHERN ILLINOIS UNIVERSITY
Dr. Elaine M. Vitello
Department of Health Education
Carbondale, IL 62901

TOWSON STATE UNIVERSITY
Dr. Neil E. Gallagher
Department of Health Science
Towson, MD 21204

UNIVERSITY OF CALIFORNIA
Dr. Carol N. D'Onofrio
School of Public Health
Berkeley, CA 94720

UNIVERSITY OF FLORIDA
Dr. Barbara A. Rienzo
Department of Health Education
Gainesville, FL 32611

UNIVERSITY OF HAWAII
Dean Jerrold M. Michael
School of Public Health
Honolulu, HI 96822

UNIVERSITY OF ILLINOIS
Dr. Donald Stone
Department of Health & Safety Education
Champaign, IL 61820

UNIVERSITY OF ILLINOIS MEDICAL CENTER
Ms. Susan P. Kleinmann
School of Public Health
Chicago, IL 60680

UNIVERSITY OF MICHIGAN
Dr. Scott K. Simonds
School of Public Health
Ann Arbor, MI 48104

UNIVERSITY OF MISSOURI SCHOOL OF MEDICINE
Dr. Michael C. Hosokawa
Department of Family & Community Medicine
Columbia, MO 65212

UNIVERSITY OF NORTH CAROLINA
Dr. Godfrey M. Hochbaum
School of Public Health
Chapel Hill, NC 27514

UNIVERSITY OF TEXAS
Dr. T. Demetri Vacalis
Department of Health Education
Austin, TX 78712

UNIVERSITY OF TOLEDO
Dr. James H. Price
Department of Health Education
Toledo, OH 43606

UNIVERSITY OF UTAH
Dr. Patricia Reagan
Department of Health Education
Salt Lake City, UT 84112

UNIVERSITY OF VIRGINIA
Dr. Barbara L. Wells
Department of Health Education
Charlottesville, VA 22903

UNIVERSITY OF WASHINGTON
Ms. C. June Strickland
Department of Health Education
Seattle, WA 98008

UNIVERSITY OF WISCONSIN
Dr. Warren H. Southworth
Department of Curriculum & Instruction
Madison, WI 53716

WAYNE STATE UNIVERSITY
Dr. Patricia M. Steele-Kefgen
Department of Health Education
Detroit, MI 48236

SUMMARY OF THE NATIONAL STUDY

During the 1980-81 academic year, 249 academic institutions were surveyed concerning professional preparation in patient education, and 228 institutions (91.57 percent) responded to the survey. Of the 228 institutions responding, 188 (82.89 percent) have no patient education offerings, but 39 institutions (17.11 percent) reported various degrees of involvement in patient education. Fourteen institutions reported offering major and minor degree options, and 25 reported offering specific courses in patient education. The following findings resulted from the study:

1. A limited number of academic institutions are formally preparing individuals for employment in patient education.

2. The majority of professional preparation programs in patient education were developed since 1977.

3. The philosophy and primary emphasis of the programs stresses either planning and coordination skills or a combination of direct services and planning and coordination skills.

4. The number of faculty teaching in the programs is limited, and part-time personnel are utilized extensively. A number of faculty members teaching in the programs lack either formal preparation or clinical experience in patient education, while some have had neither.

5. Student enrollment in degree programs and courses is relatively small.

6. Excellent success has been achieved in finding employment for program graduates.

7. The majority of program graduates find employment in public hospitals, private hospitals, and clinics, while some find employment in health departments, voluntary agencies, health maintenance organizations, nursing homes, medical schools, or family practices.

8. Suitable textbooks for courses are either unavailable or are not being utilized.

9. Few institutions have a separate patient education teaching laboratory.

10. Field experiences in patient education are widely required both in degree programs and in individual courses.

11. The organizations and agencies most frequently cited as sources of assistance in program planning included the American Hospital Association, the Bureau of Health Education, the Blue Cross Association, and local hospitals.

12. Institutions offering a major and/or minor in patient education seldom offer more than one course dealing specifically with the subject.

For further information concerning the study and its findings, refer to "A National Study on Professional Preparation in Patient Education," American Journal of Public Health, Volume 72, Number 2, February, 1982, pages 180-182. Technical materials supplied during the study by the 39 institutions offering degree programs and courses in patient education were utilized in the preparation of this manuscript.

TABLE 1. Specific Degree and Course Offerings in Patient Education

Offerings	Number	Percent
MAJOR AND MINOR DEGREE OPTIONS		
Undergraduate Major	1	2.56
Undergraduate Minor	1	2.56
Undergraduate Major & Graduate Major	2	5.13
Graduate Major	4	10.26
Graduate Minor	5	12.82
Graduate Major & Graduate Minor	1	2.56
(Sub-Total)	(14)	(35.90)
NON-DEGREE COURSEWORK OPTIONS		
Undergraduate Courses Only	7	17.95
Graduate Courses Only	13	33.33
Undergraduate & Graduate Courses	5	12.82
(Sub-Total)	(25)	(64.10)
TOTAL	39	100.00

TABLE 2. Philosophy and Primary Emphasis of Patient Education Degree Programs and Courses

Philosophy and Primary Emphasis	Number	Percent
Students are taught to provide direct services in a clinical setting.	5	12.82
Students are taught to plan and coordinate patient education activities.	12	30.77
Students are taught both to provide direct services and to plan and coordinate patient education activities.	19	48.72
The philosophy and primary emphasis are not fully developed.	3	7.69
TOTAL	39	100.00

TABLE 3. Number, Professional Preparation, and Clinical Experience of Faculty Teaching in Patient Education Degree Programs and Courses

	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
Number of faculty teaching in programs and courses	49	65.33	26	34.67	75	100.00
Number of faculty with specific professional preparation in patient education	21	42.86	21	80.77	42	56.00
Number of faculty with actual clinical experience in patient education	25	51.02	21	80.77	46	61.33

N=39 institutions

TABLE 4. Laboratory and Field Experience Components Utilized in Patient Education Degree Programs and Courses

	Yes		No	
	Number	Percent	Number	Percent
A separate patient education laboratory is available for class use. (N=39)	6	15.38	33	84.62
A field experience is required in individual patient education courses. (N=39)	23	58.97	16	41.03
A field experience is required in major and minor degree programs. (N=14, N/A=25)	13	93.75	1	6.25

SURVEY ITEMS FROM THE NATIONAL STUDY

1. Which of the following course and/or degree options do you currently offer in patient education? (Major and minor refer to specifically-approved degree programs.)

   A. Undergraduate major in patient education — Yes ___ No ___
   B. Undergraduate minor in patient education — Yes ___ No ___
   C. Graduate major in patient education — Yes ___ No ___
   D. Graduate minor in patient education — Yes ___ No ___
   E. Specific undergraduate course(s) in patient education — Yes ___ No ___
   F. Specific graduate course(s) in patient education — Yes ___ No ___

   G. If you answered "No" to all six of the preceding items, are you considering offering specific course(s) or degree options in patient education in the future? Yes ___ No ___

   NOTE: If you do not currently offer degree programs or specific courses in patient education at either the undergraduate or graduate levels, please proceed directly to Item #18 at the end of this form. Otherwise, proceed to item #2.

2. What year did you first offer a specific course in patient education? _____

3. Which of the following statements best describes the philosophy and primary emphasis of your patient education course(s)/program(s)? (Please check one)

   ___ A. Emphasis is placed on teaching students to actually provide direct educational services to the patient in a clinical setting.

   ___ B. Emphasis is placed on teaching the student to plan, organize, administer, or otherwise coordinate patient education services and related activities in a clinical setting.

   ___ C. Emphasis is divided between teaching the student to provide direct educational services and to plan and coordinate existing services.

   ___ D. Our philosophy and primary emphasis have not been fully determined at this time.

4. How many faculty members teach in your patient education course(s)/program(s)?

   Full-time faculty ____ Part-time faculty ____

5. How many of the faculty teaching in your patient education course(s)/program(s) have actual professional preparation in patient education(major, minor, specific courses)? Please do not include seminars, workshops, and self-study.

6. How many of the faculty teaching in your patient education course(s)/program(s) have had actual clinical experience in patient education?

   Full-time faculty ____ Part-time faculty ____

7. What is the approximate number of students enrolled in your major and/or minor degree programs in patient education?

   Undergraduate ____ Graduate ____ (Not applicable ____)

8. What is the approximate total annual enrollment in your general patient education course(s)?

   Undergraduate ____ Graduate ____

9. How much success have you had in placing your graduates in patient education positions?

   Excellent success ____ Average success ____ Poor success ____

10. Where are your students finding employment in patient education? Please indicate in rank order (1,2,3) the top three sources of employment.

    ___ Public hospitals
    ___ Private hospitals
    ___ Health departments
    ___ Clinics (Type: _____)
    ___ Nursing homes
    ___ Voluntary health agencies
    ___ Other: _____

11. What textbooks are you currently using in your patient education course(s)?

    _____

12. What supplemental teaching materials (audio-visual aids, printed matter, etc.) are you using in your patient education course(s)?

    _____

13. Do you have a separate patient education teaching laboratory for use in your patient education course(s)?

    Yes ____ No ____

14. Do your students complete a field experience component in patient education as part of your individual patient education course(s)?

    Yes ____ No ____

15. Do your students complete a field experience component in patient education as part of your major or minor degree program(s) in patient education?

    Yes ____ No ____

16. What organizations and agencies did you consult for information and/or materials in the planning and conduct of your patient education degree program(s)/course(s)?

    ___ American Hospital Association
    ___ Bureau of Health Education
    ___ Blue Cross/Blue Shield
    ___ Other: _____

17. SPECIAL REQUEST: Would you mind including copies of your patient education course outlines, degree requirements, or other appropriate materials when you return the completed survey form? All materials received will be organized into a resource file for professional preparation in patient education.

18. RESPONDEE INFORMATION (Name, position, business address, business telephone)